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ABSTRACT

The Pre-Professional Laboratory Experience course is a semester-long early field experience involving prospective teacher education candidates in routine classroom activities and observation experiences on the elementary and secondary level. The set of handbooks which was developed to accompany the course includes a student handbook, a supervising teacher handbook, and a building principal handbook. The student handbook acts as a guide for the teacher aide. Discussed in this handbook are course goals, role of the teacher aide, and program produdures. The handbook includes the following forms: Application Form, Information for the Supervising Teacher, Health Form, Suggested Activities Lists (Elementary and Secondary levels), Teacher Aide Experiences Checklist, Teacher Aide Attendance Register, Mid-Term Teacher Aide Review, Mid-Term Teacher Aide Conference, Mid-Term Teacher Aide Self-Evaluation, Teacher Aide Final Evaluation, Pre-Professional Laboratory Course Evaluation, and Daily Log Sheets. (Author/DF)

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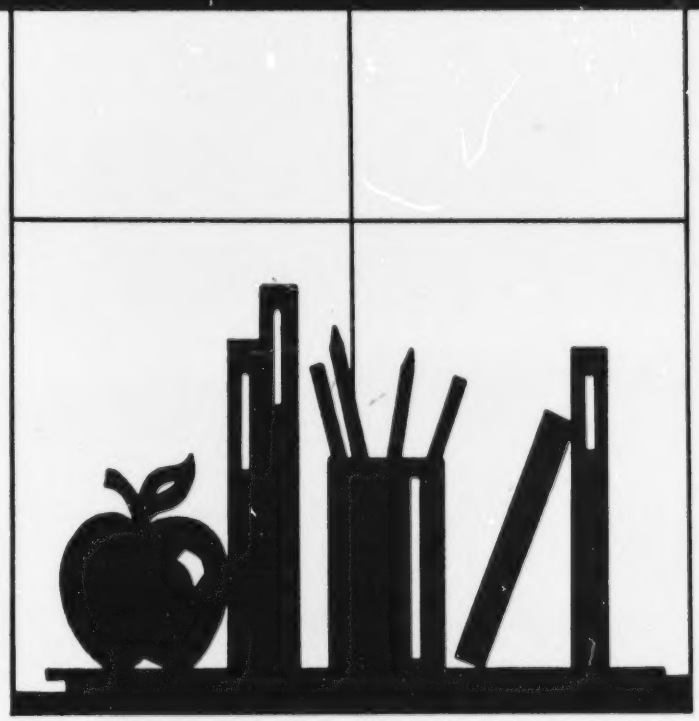
TEACHER EDUCATION

Pre-Professional Laboratory Experiences

A Handbook for Students



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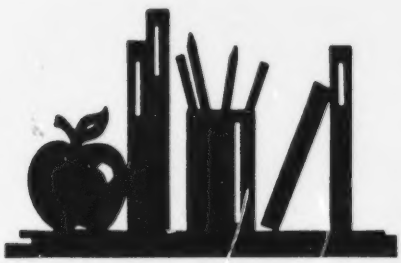
SP026 708

PRE-PROFESSIONAL LABORATORY EXPERIENCES

A Teacher Aide Handbook



Michael Perl
Nancy A. Starke

College of Education Kansas State University

1984

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INTRODUCTION

The Pre-Professional Laboratory Experiences course, or teacher aiding; gives you, the student, the opportunity to observe and work with teachers and students during normal school days. This gives you a chance to experience and think about being a teacher before you actually have to make a decision about teaching as your career.

COURSE GOALS

This course should help you learn something about what it is like to be a teacher and it should help you decide if you want to be a teacher. Following is a list of goals that you should do before you complete this course:

The teacher aide will:

1. Organize a task so it can be successfully completed.
2. Identify aspects of classroom management.
3. Understand what is involved in the teaching profession.
4. Know about the daily operations of a school building.
5. Know your own strengths and weaknesses.

ROLE OF THE TEACHER AIDE

As a teacher aide, your role will be to help the teacher prepare and perform teaching related activities. The work you do should be of such a variety as to give you a fair sample of what every teacher must do in order to teach. In most instances, these activities and assignments will have been planned by your supervising teacher.

RESPONSIBILITIES OF THE TEACHER AIDE

Your work as a teacher aide can prove to be a valuable asset by making the teacher's job more managable, and helping to perform tasks more effectively. Tasks falling within the relm of your responsibility might include:

1. helping the teacher plan, organize and present activities
2. locating resources for classroom use
3. tutoring students
4. instructing small groups
5. assisting with routine maintenance tasks (attendance, handing out and collecting papers, etc.)
6. developing instructional materials, under the supervision of the teacher
7. operating audiovisual equipment in the classroom
8. showing initiative by offering help or assistance
9. evaluating your own performance by using the teacher aide Self-Evaluation form, and talking with the teacher during periodic review and conference sessions.

PROGRAM PROCEDURES

TIME REQUIREMENTS

The teacher aide will spend either one 3-hour or two 2-hour sessions in the classroom each week for at least 10 weeks. The student will receive one hour of college credit for the semester course. No grade will be given for the course; the student will receive either credit (CR) or no-credit (NCR).

ATTENDANCE

The teacher aide must notify the designated school office in advance when unable to attend a scheduled session. Make up sessions must be arranged with the supervising teacher. If the teacher aide fails to attend a session, and does not notify the school office within a reasonable length of time, they will receive a no-credit for the course.

EVALUATION

The teacher aide will be evaluated by the supervising teacher at mid-term and again at the end of the semester. Both evaluations will be submitted to the Laboratory Experiences Office before the teacher aide can receive credit for the course.

The Mid-term review should include consultation between the teacher and the teacher aide as well as the written review form. This will help the teacher aide improve certain areas of weakness and also plan ahead for activities to be done in the final weeks of teacher aiding.

The Final evaluation may also be consultive, but the written evaluation is of greater importance due to the Laboratory Experience Offices' need to determine whether or not grade credit should be given, and to help the teacher aide and the aides' advisor plan activities to improve the aides' abilities before student teaching begins.

LOG

The teacher aide will keep a log which records daily activities in which

they were involved as well as observations made of classroom management and maintenance techniques. The log will be handed in to the Coordinator of Laboratory Experiences before final grade credit is given. Logs should be kept up-to-date to minimize exclusion of important notes and observations.

PROFESSIONALISM

The teacher aide is expected to maintain an attitude of professionalism in dress, speech, mental attitude, actions, and confidentiality. Any problems occuring due to a lack of the above mentioned attitudes may result in the teacher aides' removal from the program.

LIABILITY

At no time shall the teacher aide be placed in a position of student supervision without the teacher being present in the classroom. The teacher must be present at all times, thereby relieving the teacher aide of any possibility of potential liability. The teacher aides are encouraged to join S-NEA, which does provide a limited liability policy with membership.

HEALTH FORMS

According to an Act passed in 1972 by the Kansas State Legislature, it is mandatory that all public employees, or those persons who have regularly scheduled contact with pupils in the school, are required to present a certificate of health to the administration of the school where the student will have scheduled pupil contact.

FORMS

PLACEMENT APPLICATION FORM
PRE-PROFESSIONAL LABORATORY EXPERIENCE
COLLEGE OF EDUCATION
KANSAS STATE UNIVERSITY

Date _____ Social Security No. _____

Mr., Mrs., Miss, Ms. _____
Last Name First Name MI

Local Address _____ Phone _____

Age ____ Do you have transportation?____ Willing to share?_____

Assignment preference (Please list at least 2, in priority order)
School _____
_____
_____

Grade Level Choice: K-3 4-6 7-9 10-12

If you circled 7-9 or 10-12, indicate your subject area choices below. Please list at least 2 different areas you are interested in aiding in.
1st choice _____
2nd choice _____

Assignment scheduling: In the schedule below, indicate with X's all periods to which you are committed to a class or other activity other than the T.A. program. Remember, T.A.'s are required to do one 3-hour or two 2-hour blocks of aiding each week, for a minimum of 10 weeks (MW 1:30-3:30 is a two 2-hour block; T 8:30-11:30 is a one 3-hour block).

	8:30	9:30	10:30	11:30	12:30	1:30	2:30
M							
T							
W							
U							
F							

Time Choices
Day Time(s)

1 _____
2 _____
3 _____

Total number of semester hours completed to date _____

Circle your classification: FR SOPH JR SR GRAD SP

Acceptance of an assignment indicates committment to that assignment for the entire semester. If the individual finds it absolutely impossible to continue the program, the instructor, the supervising teacher and the Coordinator of the program should be notified IMMEDIATELY.

Copies: White, Student
Yellow, Lab. Experiences Office

TEACHER AIDE INFORMATION
FOR THE SUPERVISING TEACHER

Teacher aide: This form is designed to transmit information concerning you, your abilities, desires, and aspirations concerning the Pre-Professional Laboratory Experience. The teacher will use this information to decide the manner in which you will be able to contribute to the class.

Teacher: The information contained herein is to be used for the purpose described above.

Date: _____

Mr., Mrs., Miss, Ms _____ _____
Last name First name Middle Initial Age

Classification: FR SOPH JR SR GRAD Special

Local Address: _____ Phone: _____
Street/Hall APT/Room

Permanent Address: _____ Phone: _____
Street City State ZIP

Marital Status: Single Married Divorced Children (#): _____

Type of community in which you have spent most of your life:

Rural Small Town Suburb City

Number of semester hours completed to date: _____

Preparing to teach: Elementary Middle Secondary

If Secondary, academic major: _____

LIST THE COLLEGE COURSES YOU HAVE COMPLETED OR ARE TAKING:

ELEMENTARY--PROFESSIONAL COURSES	SECONDARY--COURSES IN MAJOR
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

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SPECIAL TRAINING OR EXPERIENCE

Indicate the amount of training or experience you have had in the areas below by filling in the blanks using the following code:

None--leave blank Some-- X Considerable-- XX

Voice _____ Dramatics _____ Duplicating Machines _____

Piano _____ Athletics _____ Teaching games _____

Speech _____ Nature Study ____ Musical Instruments _____ (instrument _____)

Typing _____ Arts/Crafts _____ Operating AV equip. _____

Library _____ Storytelling ____ Rythems _____

Experiences with children:

Camp _____ Sunday School _____

Scouts _____ Playground supervision _____

Babysitting _____ Small children in family _____

Previous teacher aiding: _____ (dates and grade level and/or subject)

Other: _____

Extended travel experiences--where and when?

Work experiences--kind, where and when?

Extracurricular activities, special interests, hobbies:

Present:

Previous:

What are your expectations concerning your pre-professional laboratory experience? What do you hope to gain from the experience? (use the back of this sheet if necessary)

Copies: White, Teacher
Yellow, Lab. Experiences Office
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CERTIFICATION OF HEALTH FOR SCHOOL PERSONNEL

K.S.A. 72-5213

Top Part To Be Filled Out By School Employee; Form To Be Filed In School Personnel Folder

Employee: _____ Birthdate: _____

Position: _____ Home Address: _____

School: _____

(Name) (City) (County)

****

To Be Completed By Physician

Date

Tuberculosis has been ruled out by: Negative tuberculin test _____

Negative chest x-ray _____

(Repeat test not needed unless there is exposure or symptom)

Physician's Statement

I have, this date, examined _____ and find no
(Name of Individual)

evidence of any physical condition that would conflict with the health, safety, or welfare of the pupils.

Comments:

_____ _____

Licensed Physician Date

_____

Address

SAMPLE

K.S.A. 72-5213. Certification of health; form and contents; expense of obtaining. Every board of education shall require all persons, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district to submit a certification of health signed by a person licensed to practice medicine and surgery under the laws of any state on a form prescribed by the secretary of health and environment. The certification shall include a statement that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test. If at any time there is reasonable cause to believe that any such person is suffering from an illness detrimental to the health of the pupils, the school board may require a new certification of health. The expense of obtaining certifications of health may be borne by the board of education. (1980)

Kansas Department of Health and Environment
Bureau of Maternal and Child Health
MCH-HC 1 6-80

SUGGESTED ACTIVITIES

ELEMENTARY

ROUTINE TASKS

Record daily attendance

Housekeeping duties: sharpening pencils, cleaning chalkboards, etc.

Aide the teacher on playground, bus duty supervision, lunch duty, etc.

Accompany students in halls

Assist with field trips

Assist with special class projects

Correct test papers and homework assignments

Assisting younger children with outdoor clothing

Helping students learn to play together (sharing, taking turns, etc.)

Reading daily announcements

Complete routine forms

Perform clerical tasks: filing, duplication, etc.

Maintain classroom resource center(s)

Assist with classroom inventory

Supervise students in housekeeping chores (room helpers)

Check lighting and ventilation and make necessary adjustments

Help with decorations for special events

Repair materials and textbooks

Attend to weighing and measuring students

Help with fire and tornado drills

PREPARATION TASKS

Help set up and dismantle experiments

Design bulletin boards

Take charge of audiovisual equipment

Prepare stencils

Prepare and organize resource materials for future use: picture files, audiovisual aides, tapes, etc.

Manage a classroom library and/or learning center

Assist in preparing the room for instruction

Arrange instructional materials for accessibility

Mix paints for art activities

Prepare and supervise students' work areas

Assemble materials and equipment needed by the teacher and store them after each use

Checkout and return audiovisual materials

Preview films and other materials when requested to do so by the teacher

Duplicate stencils; collate and staple

Copy material onto the chalkboard

Assist students in interpreting instructions

INSTRUCTIONAL TASKS

Assist students in any subject area in which the teacher feels confident you are competent

Read and arrange displays for teaching

Assist students in performing activities which have been initiated by the teacher

Assist students who miss instruction due to absence

Assist students during library periods

Listen to oral reading by students

Assist the teacher in special demonstrations

Conduct small group activities

Help slower students with their lessons

Assist with supplemental work for advanced students

Assist students with written compositions

Acquaint students with etiquette and good manners

Instruct in the safe and proper use of tools

Prepare instructional materials: flash cards, charts, transparencies, etc.

Assist with and check students' seat work

Supervise student lab work

Make a short, selected presentation to class, under the direction of the teacher

Listen to a student talk, such as in "show and tell"

OBSERVATIONS

The course, unit and lesson planning process teachers use

Specific disciplinary problems and methods of dealing with them

Oral and written competencies required of effective teachers

Various classroom organizational systems used for instruction

How and by whom teachers are supervised

Attend a faculty meeting

Attend a teacher's association meeting

Meet and observe school specialists (nurse, psychologist, art, music, librarian, P.E., etc.)

SUGGESTED ACTIVITIES

SECONDARY

ROUTINE TASKS

Record daily attendance

Accompany students in halls

Assist with field trips

Assist with special class projects

Correct test papers and homework assignments

Reading daily announcements

Complete routine forms when applicable

Perform clerical duties: duplicating, filing, etc.

Assist with classroom inventory

Average grades

Help with decorations for special events

Repair materials and textbooks

Help with fire and tornado drills

PREPARATION TASKS

Help set up and dismantle experiments

Design and put up bulletin boards

Take charge of audiovisual equipment

Prepare stencils

Prepare and organize resource materials for future use: picture files, tapes, audiovisual aids, etc.

Assist in preparing the room for instruction

Arrange instructional materials for accessibility

Prepare and supervise students' work areas

Check out and return audiovisual equipment

Prepare introductions to give students background for viewing audiovisual

materials.

Preview films and other materials when requested to do so by the teacher

Assist the teacher in organizing materials for class

Duplicate stencils; collate and staple

Copy material on the chalkboard

Prepare and present a resource unit bibliography

INSTRUCTIONAL TASKS

Assist the teacher in any subject area in which the teacher feels confident you are competent

Collect and arrange displays for teaching

Assist students in performing activities which have been initiated by the teacher

Assist students who miss instruction due to absence

Assist students in library research

Listen to oral reading by students

Assist teacher in special demonstrations

Conduct small group activities

Help slower students with their lessons

Assist with supplemental work for advanced students

Assist students with written compositions

Acquaint students with etiquette and good manners

Instruct in the safe and proper use of tools

Prepare instructional materials: charts, transparencies, etc.

Assist with and check students' seatwork

Supervise student lab work

Make a short, selected presentation to the class, under the direction of the teacher

Assist in coaching team sports (P.E. or extracurricular)

Assist in coaching individuals on special skills (P.E. or extracurricular)

OBSERVATIONS

The course, unit and lesson planning process teachers use

Specific disciplinary problems and methods of dealing with them

Oral and written competencies required of effective teachers

Interpersonal communications skills required of effective teachers

Various classroom organizational systems used for instruction

How and by whom teachers are supervised

Attend a faculty meeting

Attend a teacher's association meeting

Meet and observe various school personnel specialists (counselors, librarian, nurse, activities director, etc.)

To be completed by the Teacher Aide:

TEACHER AIDE EXPERIENCES CHECK-LIST

Teacher Aide _____

Under each activity category (taken from the Suggested Activities list), please indicate the types of activities you did and the date(s) they were completed. Use an extra sheet of paper if necessary. Copies of this sheet are to be turned in to the T.A. Coordinator at mid-term and the end of the semester.

ROUTINE:

PREPARATION:

INSTRUCTIONAL:

OBSERVATIONAL:

_____
Teacher Aide

Copies: White, Lab. Experiences Office, Final
Yellow, Student
Green, Lab. Experiences Office, Mid-Term

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TEACHER AIDE
ATTENDANCE REGISTER

DATE	NAME	TIME IN	TIME OUT	SIGNATURE OF SUPERVISING TEACHER

MID-TERM TEACHER AIDE REVIEW

Teacher Aide_____ Date_____

Supervising Teacher_____ Grade/Subject_____

School_____

School System_____ Number of Absences_____

Please fill in the appropriate rating in the space provided. Complete this form and return it to the Laboratory Experiences Office. Use the following rating scale:

5-very good 4-good 3-average 2-fair 1-below average

The teacher aide is:

1. Using suitable language expression. _____
2. Speaking correct English, clearly and effectively. _____
3. Speaking in a pleasant and well modulated voice. _____
4. Dressed appropriately. _____
5. Demonstrating self-control. _____
6. Demonstrating self-confidence. _____
7. Exhibiting flexibility. _____
8. Exhibiting adaptability. _____
9. Willing to accept constructive criticism. _____
10. Complying with school policies and procedures. _____
11. Establishing positive relationships with pupils and teachers. _____
12. Striving to be prompt. _____
13. Using time well. _____
14. Performing duties promptly. _____
15. Preparing well for tasks. _____
16. Exhibiting a contagious enthusiasm for materials taught. _____
17. Willing to become involved with activities. _____
18. Giving directions in a way that pupils can understand. _____
19. Learning to use materials and equipment. _____
20. Encouraging self-discipline. _____
21. Developing an understanding of pupils and their interests. _____

Comments:

_____

Signature of Supervising Teacher

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

MID-TERM TEACHER AIDE CONFERENCE

Date _____

I, _____ and _____
Supervising Teacher Teacher Aide
have, through conference, agreed upon the following goals, activities, and/or performances regarding the teacher aide's expereinces in
_____ at _____.
Grade level/Subject School Name

I. Activities and objectives for the remainder of the semester.

II. Suggested improvements for the teacher aide.

III. Strengths shown by the teacher aide.

_____ _____
Teacher Aide Supervising Teacher

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

TEACHER AIDE SELF-EVALUATION
MID-TERM

Teacher Aide _____ Date _____

School _____ Teacher _____

Please mark the appropriate rating for each area using the following scale:

4--always 3--usually 2--rarely 1--does not apply

1.	Do I cooperate with the classroom teacher.	_____
2.	Am I aware of the importance of the responsibilities assigned.	_____
3.	Do I follow the directions given by the teacher.	_____
4.	Do I plan for the activity that I have been assigned.	_____
5.	Do I follow through with lessons initiated by the teacher.	_____
6.	Do I check for mistakes and errors in my completed assignments.	_____
7.	Am I prompt in carrying out the duties assigned to me.	_____
8.	Am I dependable and reliable.	_____
9.	Do I exhibit initiative.	_____
10.	Do I accept criticism.	_____
11.	Do I avoid criticism of the students and the teacher.	_____
12.	Do I strive to do my best at all times and take advantage of every opportunity.	_____
13.	Am I trying to improve my speech patterns.	_____
14.	Do I operate audiovisual equipment efficently.	_____
15.	Am I aware of differences among students.	_____
16.	Do students respond positively to me.	_____
17.	Am I conscious of each students' potentials and needs.	_____
18.	Do I treat students fairly.	_____
19.	Am I able to secure the cooperation of the students.	_____
20.	Do I listen to the students.	_____
21.	Am I a good listener.	_____
22.	Am I courteous at all times.	_____
23.	Do I show evidence of professional growth.	_____
24.	Are my dress and appearance appropriate.	_____
25.	Do I exhibit self-control.	_____
26.	Am I in good health.	_____
27.	Do I evaluate myself at intervals.	_____
28.	Do I enjoy my work.	_____

COMMENTS:

_____
Teacher Aide

Copies: White, Student
Yellow, Lab. Experiences Office
Green, Student

TEACHER AIDE FINAL EVALUATION

Teacher Aide _____ Date _____

Supervising Teacher _____ Grade/Subject _____

School _____

School System _____ Number of Absences _____

As the student progresses through the teacher education program, on which of these areas do you think they should work to improve during the remainder of the program?
Please rate each item accordingly, using the following scale:

(1) very good (2) satisfactory (3) needs some improvement
(4) needs great improvement (5) does not apply

---

1. General appearance. _____
2. Voice. _____
3. Poise--self-confidence. _____
4. Initiative. _____
5. Dependability. _____
6. General scholarship. _____
7. Communications skills. _____
8. Knowledge of subject matter. _____
9. Acceptance and use of criticism. _____
10. Interest. _____
11. Establishing relations with pupils. _____
12. Establishing relations with other teachers. _____
13. Performance of routine clerical tasks. _____
14. Supervision of small groups. _____
15. Operation of media equipment. _____
16. Participation in school-related activities. _____
17. Record keeping assistance. _____
18. Care of classroom and equipment. _____

Number of absences without a valid excuse _____.

I recommend that the teacher aide named above receive CREDIT NO-CREDIT
(circle one)
for participating in the Pre-Professional Laboratory Experience.

COMMENTS:

_____
Supervising Teacher

Copies: White, Teacher
Yellow, Lab. Experiences Office
Green, Student

TEACHER AIDE EVALUATION
OF
PRE-PROFESSIONAL LABORATORY EXPERIENCES

Teacher Aide _____ Date _____

Supervising Teacher _____ Grade/Subject _____

School _____ School System _____

I. Please circle the appropriate number to indicate your rating for each item. Complete this form and return it to the Office of Laboratory Experiences before the end of the semester.

Rating scale:

5--excellent 4--good 3--average 2--below average 1--poor

1.	Rate your experience in Pre-Professional Lab.	5 4 3 2 1
2.	How well did your experience measure up to your expectations?	5 4 3 2 1
2.	How well did your experience familiarize you with the methods of instruction?	5 4 3 2 1
4.	How well did your experience familiarize you with the materials of instruction?	5 4 3 2 1
5.	How well did your school experience familiarize you with the multi-activities of the teacher?	5 4 3 2 1
6.	How well did your supervising teacher involve you in school responsibilities and functions?	5 4 3 2 1
7.	To what extent were you made to feel welcome and wanted; capable and useful?	5 4 3 2 1

II. Check the following blank if problems were encountered in the areas indicated.

_____ discipline	_____ evaluation of students
_____ rapport with students	_____ your attitude toward being a teacher
_____ getting involved with instruction	_____ demands on you as a teacher
_____ understanding students	_____ other (identify) _____

III. As a result of your involvement, do you still want to become a teacher?

( ) YES ( ) NO ( ) UNDECIDED

Copies: White, Lab. Experiences Office
Yellow, Student